

## COMMON ISSUES AND PRACTICAL SOLUTIONS TO CO-TEACHING

### Teacher Activities During the Co-Teaching Process

<i>If YOU are doing this:</i>	<i>Your CO-TEACHER can be doing this:</i>	<i>Benefits of inclusion:</i>
Presenting new information through lecture or media (PowerPoint, video or audio clip)	Modeling note taking on the board or overhead or filling in a graphic organizer	Content is accessible for all students. Strong connections are made between new and previously learned content. Student understanding is facilitated.
Taking attendance	Collecting or reviewing homework or introducing or reviewing a social or study skill	Instructional time is increased. Skill-based instruction is integrated into lessons. Student behaviors may improve.
Distributing papers	Reviewing directions or modeling the first problem on the assignment	Instructional time is increased. Examples promote student understanding and errorless learning.
Giving instructions orally	Writing down instructions on board or overhead or repeating or clarifying any difficult concept	Content is accessible for all students.
Checking for understanding with large, heterogeneous groups of students	Checking for understanding with small, heterogeneous groups of students	Reteaching can occur without delay.
Circulating, providing one-on-one support as needed	Providing direct instruction to the whole class	Learning is not left to chance. Student learning of errors is reduced.
Prepping half the class for one side of a debate	Prepping the other half of the class for the opposing side of the debate	Instructional time is increased. Student engagement is increased.
Facilitating independent, silent work	Circulating and checking for comprehension	Reteaching can occur without delay.
Providing large-group instruction	Circulating, using proximity control for behavior management	On-task behavior is increased. Behavior referrals are decreased.
Reteaching or preteaching with a small group	Monitoring the large group as students work on practice materials	Student learning of errors is minimized.
Facilitating sustained silent reading	Reading aloud quietly with a small group or previewing upcoming information	Students internalize language and structures to apply to independent reading.
Reading a test aloud to a group of students	Proctoring a test silently with a group of students	IEP accommodation requirements are met without delay.
Creating basic lesson plans for standards, objectives, and content curriculum	Providing suggestions for modifications, accommodations, and activities for diverse learners	Student needs are met through differentiated instruction. Lessons are created to meet the needs of student subgroups.
Facilitating stations or groups	Facilitating other stations or groups	Instructional materials can be tailored to the needs of different students.
Explaining a new concept	Conducting role-play, modeling a concept, or asking clarifying questions	Student interest and motivation are increased. Students are engaged in critical thinking skills and develop inquiring attitudes.
Considering modification needs	Considering enrichment opportunities	Everyone works toward essential understandings and skills. More options are available to meet student needs.